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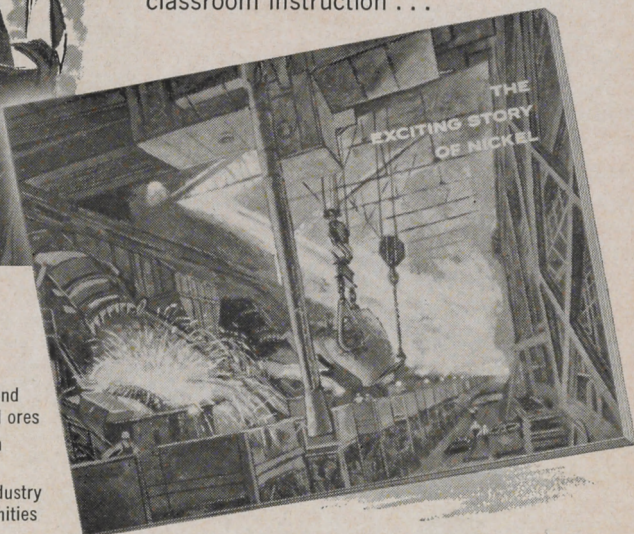
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CITY PROVINCE

The Byline Beat

Discipline from the Scottish viewpoint! Thought you would like an 'overseas' opinion about classroom control.

For your information, we publish the statement made by our president before the Cameron Commission.

Dr. J. D. Ayers, director of research for the Canadian Teachers' Federation, relates our present education expenditures to national potential.

Every year, teachers write, phone, and wire head office about engagement and dismissal. The piece, "Teachers' Contracts", should provide answers to some questions.

(Continued on Page 45)



COVER STORY

For the tourist, this point in the Kicking Horse Pass is one to remember. If he is lucky, he will see The Canadian and hear the hammer of the diesels reverberate from the flanks of mighty mountains.

—Canadian Government Photo



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THE ATA MAGAZINE

F. J. C. SEYMOUR
Editor

ERIC C. ANSLEY
Managing Editor

W. ROY EYRES
Assistant Editor

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Volume 38

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SPECIAL FEATURES

- | | |
|----|--|
| 6 | Sanctions in the Classroom |
| 10 | The ATA Speaks |
| 14 | Teachers' Contracts |
| 17 | Present Education Expenditures
<i>Dr. J. D. Ayers</i> |
| 26 | Say What You Mean |

REGULAR FEATURES

- | | |
|----|----------------------|
| 4 | Editorial |
| 23 | President's Column |
| 32 | Official Bulletin |
| 44 | Teachers in the News |
| 46 | News from our Locals |
| 47 | Secretary's Diary |

OFFICIAL NOTICES

- | | |
|----|---------------------------------|
| 16 | Retiring Teachers |
| 24 | Banff ATA Conference |
| 35 | Teachers' Directory |
| 48 | Refund of Pension Contributions |

TEACHER WELFARE SERVICES

Next year we expect that there will be 10,000 members in The Alberta Teachers' Association. This is about a 54 percent increase since 1948.

The rapid increase in membership has resulted in a considerable increase in Association business, and the usual problems have developed. Head office staff has been increased, more office space is needed, the Executive Council has had to meet more often and for longer periods, members are asking for more field services and closer liaison between the administrative staff and teachers in the field.

One of the consequences of our growth has been that more and more teachers are becoming interested in teacher welfare programs. Many appear to expect that the Association will establish a provincial group hospital and medical services plan. So far, interest has been sporadic in other types of welfare services, including credit unions, building cooperatives, automobile insurance, salary indemnity, and placement. Our guess is that this interest is more likely to increase than to lessen, if only because other teacher organizations in Canada and the United States have been able to establish and operate some of these services for their membership successfully.

It seems obvious that any organization enters the welfare services field only if the membership so directs. Teacher welfare plans seem to have been established because either the service desired was not provided by private enterprise or the mass purchasing power made possible substantial savings to individual teachers.

Group health insurance plans have been traditionally the major welfare service sought by teachers. From the experience of a number of locally-operated plans and the ATA Group Insurance Plan, it has become apparent that two things are needed for the operation of an economical and comprehensive health insurance program for teachers: employer contributions and a high percentage, if not all-inclusive, participation. These conclusions seem to have been accepted by every successful health plan about which we have any information.

Often tied in with group health insurance plans is a group life insurance program. Usually the coverage provided is about one year's salary. Substantial reduction in premium cost is evident in rates for large groups.

The credit union is another welfare service which is being operated successfully by a number of Canadian and American teacher organizations. The British Columbia Teachers' Federation credit union developed from a successful credit union operated by Vancouver teachers. In six years from 1951 to 1957 the BCTF credit union has accumulated assets of over a million and a half and has loaned over \$4,700,000. At December 31, 1957, membership stood at 3,800 and share capital at \$820,000.

At least one teacher organization has approved and recommended a particular automobile insurance company to its members. Apparently members are given initial premium discounts and in subsequent years receive dividends. If this information is correct, we might well investigate the possibility of establishing a similar service for our members.

Salary indemnity plans generally provide for payment of some benefit to the participating members when their salaries are suspended during periods of illness. Obviously such plans would have limited application in this province because they would be useful only after the teacher has exhausted whatever accumulation of statutory sick leave and cumulative sick leave has been earned in service with the board.

Placement services operated by some teacher organizations might be a duplication of the service now offered through the Executive and Professional Division of the National Employment Service and the practice of school boards which advertise in newspapers for teachers. We are at present not aware that any Canadian teacher organization offers such a service, although a number of teacher organizations in Canada have established the practice that all members clear with the central office before making application to a school district which is advertising for teachers.

The future is likely to hold the promise of additional and improved welfare services for Alberta teachers. It is certain that a group as large as ours is physically capable of providing a number of the services at better prices than are available on the open market. Nevertheless, the expansion of welfare services for our membership would require careful examination, because each such service should be established only if it is clear that it will be self-supporting.

Sanctions in

ALTHOUGH a great deal is said and written about the use of corporal punishment in the schools, it is remarkable how seldom the subject of discipline is dealt with as a whole, in an unbiased manner. It is bedevilled by too many emotional overtones. Teachers, anxious to retain an effective means of self-defence, desire a completely free hand; while the abolitionists quote horrible extremes of punishment and invoke the example of certain foreign countries. The controversy is full of half-truths and therefore it continues to be inconclusive. It should be realized that corporal punishment is not a self-contained issue, but is only one part of a wider theme, that of the imposition on a youthful community of a severe pressure of work, when its heart is set on other things.

The examination of fundamentals is a necessary preliminary step, but this involves some statement of the obvious. Collective instruction implies that pupils sit close together, for lengthy periods, while they are relentlessly bombarded with what, to adult minds, would be an astonishing amount of information. Even when the customers are convinced that the process is in their own interest, they do not have the necessary self-control to impose such discipline upon themselves. Compulsion by the teacher is needed to a degree which is unrealized by the general public. The picture of a relaxed teacher instructing interested and attentive pupils may be superficially accurate, but it is also highly misleading. Behind this situation, creating it and main-

taining it, are a host of factors, some of them unperceived even by the actors themselves.

What are the factors that enable a teacher to compel pupils to sit still, perform allotted tasks, and absorb information, day after day, without insurrection—and, indeed, usually without any consciousness of hardship? First, and most important, is the habit of obedience to reasonable demands by adults, combined with the moral imperative attached to such obedience. For this reason, the home is of great importance. Secondly, there is routine. Pupils, especially younger ones, respond readily to repetitive action. It relieves them of the need for taking too many personal decisions, for which the young mind is not ready. Thirdly, there is the influence of example. Children tend to copy the conduct of their fellows, particularly those immediately senior to themselves. This factor, obviously, may work in reverse if the seniors are not themselves obedient. Fourthly comes that nebulous but real factor, the personality of the teacher, which is an amalgam of native ability and acquired tricks. Fifthly, there is the intrinsic interest and attractive presentation of the subject-matter, coupled with the hungry curiosity of the child. Finally, as an additive to the mixture, comes the group of sanctions—punishments of various kinds for failure to obey, combined with rewards and encouragements for compliance.

The tendency of the age is to weaken the first two of these factors. The habit

the Classroom

of obedience is (possibly rightly) less ingrained from earliest childhood. Routine is despised and is frequently rejected in favor of free methods of learning. These changes naturally complicate the task of keeping discipline. The third factor, that of example, will reinforce the effect of the first two. Compulsion must therefore be achieved by greater reliance on the remaining factors. The opponents of corporal punishment believe that the main element in compulsion (or persuasion) should be the personality of the teacher. Their favorite figure is the teacher who is a kind of Ancient Mariner, enforcing attention by his glittering eye, a practitioner of collective hypnosis. The number of teachers, however, who are thus naturally gifted is extremely small. Moreover, it is not at all desirable that young and impressionable minds should be subjected to such treatment. Their capacity for independent thought may be lessened, and injurious inhibitions may be induced. Furthermore, the effect of this tendency to shift the burden of obedience almost wholly upon the teacher's personality will too often be the imposition of unfair and excessive strain upon the teacher himself. The fifth factor, the subject-matter and its presentation, has an important bearing upon discipline, but cannot be altered or improved upon, within very wide limits, without loss of accuracy or learning time. The final factor, the use of sanctions, is the residual one, making up the balance when the combined effect of all the others proves inadequate.

Corporal punishment is one of the major sanctions. This is understood by all, but many people do not realize how complicated and interdependent are the forces involved and how great a pressure must be imposed upon pupils in order that the educational machine may continue to run smoothly. Nor do they realize that when one part of the mechanism is taken out it must be replaced by others equally effective. Thus, for example, when corporal punishment has been suddenly abolished (as in Dunbartonshire in 1955), the failure of this step has been due to the inadequacy of other sanctions to fill the vacuum. On the other hand, in countries where no corporal punishment exists but where discipline remains good (as in certain continental countries), powerful supplementary sanctions are in operation, especially the involvement of the parents. Such measures would probably be unavailing in areas of Britain where disciplinary problems are most acute.

In the event of the abolition of corporal punishment, what other practicable sanctions may be stepped up to take its place? The most common is the written imposition. The purely repetitive task of writing lines is not to be commended, but the performance of additional work involving thought and directly related to current class work has certain advantages. The chief disadvantage of extra homework is that it eats into a pupil's leisure time which may already be unduly curtailed. Certain other punishments depend upon the existence of a particular

form of school or class organization. If there are competitive groups, such as houses, then points may be deducted from the group to which the offender belongs. The innocent, however, are punished along with the guilty, and the offence ceases to be a private matter between authority and the transgressor. Organized detention can be used with some success, as the writer can testify from his experience in an English technical school, where all pupils sentenced within the past week to detention had to remain for half an hour after school on a Friday. During that time each pupil wrote an essay under the supervision of a teacher, detention duty being shared on a rota. Such punishment is impracticable when pupils travel by school buses; and in any case it may unfairly penalize a boy who, for example, delivers newspapers after school hours. In boarding schools, extra duties, generally of a menial nature, may be prescribed, but these schools are untypical of our state educational system. Finally, deprivation of privileges may be employed. This method, however, implies the existence of privileges in the first place, and it is not easy to provide these on any considerable scale in the normal day school. Human ingenuity has invented variations on these deterrents. Most have some use, but they all possess disadvantages and some, like the old-fashioned dunce's cap, are positively harmful. It is likewise difficult to devise rewards on a sufficient scale to be of real utility.

Many thoughtful people have advocated various forms of controlled or modified corporal punishment instead of complete abolition, but in these cases also there are snags. For example, the right of administering such punishment may be vested solely in the head master. The drawback to such a system is that the head master, who inflicts the punishment, has not himself been a witness to the offence, which may, in any case, be merely the culmination of a series of incidents. He must take the chance of punishing unjustly, or refuse to take action, thereby seriously weaken-

ing the position of the class teacher. The use of a logbook of punishments is advantageous in that it may deter a teacher from over-hasty action and compel him to resort in appropriate cases to gentler alternatives. Many pupils, however, would regard with some dismay a system by which every misdemeanour was recorded in a modern Domesday Book. When an offence has been expurgated by suffering, both parties like to think all is forgiven and forgotten. Possibly a useful compromise between opposing views on this matter would be the granting to the head master of authority, when corporal punishment was being abused by a teacher, to withhold from that teacher the power to punish in that particular way for a limited period, not exceeding one year. Wrongful use of this authority on the part of the head master could be prevented if this step required the approval of the director of education. The mere threat of such a prohibition would make the most 'strap-happy' teacher mend his methods.

It is reasonable to deduce from the foregoing analysis that there is no clear-cut solution to the problem of corporal punishment, no universal panacea. Yet to suggest, as some people do, that no problem exists, would be an over-simplification. The real trouble arises because a small minority of teachers misuse their powers of punishment. Some are too conscientious and punish for inability to learn. Few persons nowadays will defend this practice. Other teachers use corporal punishment to drive classes because they themselves are not prepared to work hard enough to achieve results in the normal way. Others again punish excessively because of an incapacity to maintain discipline by other means. The real difficulty (a common one in modern society) is how to restrain the minority of abusers while conceding freedom of action to the moderate majority. There is no perfect answer to this problem, but a first step in tackling it is the recognition of its complexity. Different decisions must be arrived at in different cases because the circumstances vary so

widely. A common source of misconception is the application of an adult outlook to an essentially juvenile problem. For example, schoolboys are at a stage of development where physical pain may in most cases be borne relatively easily, while criticism of mental capacity may inflict a lasting sting. Adults, on the other hand, tend to be hypersensitive to physical pain, while they have usually acquired an assurance which makes them less vulnerable to derogatory remarks. Many adults, therefore, overemphasize the cruelty of corporal punishment and underestimate the baneful effect of sarcasm and ridicule. The difference between girls and boys with regard to the appropriateness of punishments is adequately recognized. It is universally agreed that the infliction of corporal punishment on girls over eleven should be a last resort and that its employment in connection with younger girls should be exceptional. Boys, on the contrary, have a most tolerant attitude towards the infliction of pain for admitted offences. Some years ago the writer conducted an illuminating experiment with fourteen-year-old boys. A secret ballot was held on corporal punishment. Only one boy in every six favored its abolition. Pupils have a profound desire for the maintenance of law and order and for the sake of this are prepared to acquiesce in a very considerable loss of freedom. Another circumstance which obviously affects the need for punishment is the size of the class. Unfortunately, classes small enough to change the situation vitally are not at present within sight.

The object of this examination of the

numerous facets of the problem of corporal punishment is to emphasize its intricacy and the folly of attempting to impose any superficially simple solution. All those concerned with education, and particularly administrators and public representatives, should bear in mind a few fundamental principles. Firstly, if a teacher is deprived of a powerful reserve weapon, he will feel less secure and the classroom atmosphere will thereby become more taut. In such circumstances the teacher dare not relax beyond a certain point, because of a difficulty, without corporal punishment, of restoring a tight rein when that is required. Secondly, the teacher will naturally rely more upon the verbal weapon, and most pupils hate nagging much more than they fear corporal punishment. Thirdly, the standard of work is likely to fall and discipline may deteriorate. The awful example provided by many American high schools should make any abolitionist pause and consider.

In Scotland the disciplinary situation is fundamentally healthy. Year by year corporal punishment is being used less frequently and more selectively. The best safeguard against its misuse is a highly qualified, contented, and well-adjusted body of teachers. Such people will punish (by whatever means) with reason, moderation, and justice. And surely the best way of perpetuating these high professional standards is to allow the teachers to have the maximum amount of freedom consistent with the public interest.

Editorial, *The Scottish Educational Journal*,
April 4, 1958

Seems to us that old age is something everybody else reaches long before we do.

They say money talks. All it says to me is "goodbye".

Everyone of us is a self-made man, but only the famous and the rich ever admit it.

To get a working idea of Eternity, try paying for a \$4,000 automobile on the instalment plan.

The ATA

Inez K. Castleton, president, formally submitted the ATA brief to the Cameron Royal Commission on Education on April 28. Mrs. Castleton's opening statement summarizes the Association's 198-page brief.

In preparing the brief that is now before you, The Alberta Teachers' Association has endeavoured to deal with as many of your Commission's terms of reference as lie within this organization's competence to discuss. It was found that the Association was able to attempt some contribution towards almost every question into which you are charged to inquire, and as a consequence, the submission as filed is the result of work done by some 30 individuals to each of whom was assigned the topic with which he was qualified to deal. The most of this work was done by members of our Association at the Faculty of Education, some of whom are present as consultants. The efforts of the various contributors were analyzed, edited, and finally arranged into their present form by a small committee of the Association, and represent this organization's position.

In accordance with the procedure you desire to be followed, I shall now tell you something of the general spirit of the brief and point out its highlights. Needless to say, certain of its aspects

assume a greater importance in our minds than others. During the questioning by the members of the Commission, we shall try to clarify and elaborate on the points that are of particular concern to you to the full extent of our knowledge and experience. I have with me now, and there will continue to be present, various members of the organization as well as consultants who will welcome your inquiries.

Let it be said at the outset that The Alberta Teachers' Association does not share the views of those who would roundly condemn the present educational system of the Province of Alberta or who would wish to scrap a substantial part of it. In spite of all the criticism of education we believe there is considerable that is good. We know, of course, that there is much room for improvement; we have been at odds from time to time with the Department of Education on basic principles; we have pressed for material changes and shall continue to do so. But we do not believe that the school system of this province is

Speaks

so unsatisfactory as to provide inadequate educational facilities and opportunities for the children of this province.

Our brief is based on Alberta Teachers' Association policy, particularly in regard to teacher education and our part in curriculum making. We have definite concepts as to how the curriculum should be developed. By saying that the views expressed are policy, I mean they have been discussed, debated, and passed by the Annual General Meeting which is the legislative body of our Association.

In many areas in education The Alberta Teachers' Association realizes it is impossible to express anything but an opinion, unless comprehensive studies through research are undertaken, many of which we recommend. While a scientific inquiry in education may not be as exact as in the physical sciences, still it is certainly more reliable than opinion and personal experience. We hope the Commission will make the fullest use of this technique.

This Commission is charged with the study of the aims and objectives of an adequate educational program. Our brief does not attempt to provide in word or phrase the solution to this philosophical and social problem. Our views as to what the system should accomplish, and where it falls short, are to be found throughout the brief in our factual presentation and our recommendations and suggestions. We do, however, in Chapter 2 of the brief, make a concrete suggestion on how these aims and objectives should be determined now and in the future. We say that there ought to be established a continuing committee of educators and laymen to advise the Minister of Education concerning the aims and objectives toward which our school system should

strive and for which it ought to be geared. In this fashion, the people of Alberta will set the goal and the professional educators will be charged with the task of devising the means to achievement.

Chapter 3 represents an analysis of the educational requirements of modern society. It deals with trends in demands for trained personnel, and concludes that little change in manpower requirements will be experienced over the next several years, except in the field of agriculture where there will be a sharp drop. Consideration is given to the probable effects of automation and to the need for preparing workers who can adapt to a variety of geographical locations, successive job changes, and demands of large-scale employing organizations. It is emphasized that rural youth is in special need of assistance in fitting into Canada's changing occupational patterns. Also, we have noted that by reason of Canadian post-war expansion and prosperity our youth have not found it necessary to pursue serious or prolonged study in order to achieve material success. These facts must be considered in the matter of recruiting young people for education and for jobs requiring special application and training. After a brief survey of the nature of employment opportunities in Alberta communities, eight ways are suggested by which schools might better prepare youth for the occupational world. These include eliminating or minimizing economic and cultural background differences, diversifying the school's program, extending youth's understanding of occupations, extending guidance services in cooperation with community facilities, developing joint education-government-

industry vocational training programs, and encouraging work experience for pupils.

Chapter 4 deals with the problem of staffing Alberta schools. The Alberta Teachers' Association contends that an educational system is only as good as its teachers. It is in the interests of society that the quality of teachers be constantly improved by requiring higher and more stringent qualifications.

Since the start of World War II there has been a continuing shortage of teachers in Alberta. It is estimated that the demand will accelerate. In the year 1965, for example, Alberta will probably require 1,500 new teachers to take care of increased enrolment and retirement. We shall present evidence that this problem is not to be solved by admittance of partly-trained, ill-adapted persons into the teaching profession, but rather that an immediate start must be made to raise teacher qualifications. The Association therefore recommends that the Province of Alberta should move toward a basic four-year program of teacher education before certification. Two immediate steps toward this end would be to require matriculation standing for entry into the junior elementary program, and to return at once to two years of teacher education before certification.

The Alberta Teachers' Association would welcome the extension of the bursary program to cover each year of the four-year bachelor of education program. In keeping with the Association's emphasis on quality of teacher candidates, the bursaries should be extended only to students with matriculation standing.

A further problem concerns the retention of teachers. The present turnover rate is approximately eight percent of the teaching force per year. The Association believes that retention can be improved by ensuring continued professional and political freedom for teachers, by salaries and pensions which are comparable with those of professions with similar training requirements, by adequate tenure, but, above all, by improved status for teachers.

The Association brief, in dealing with the financing of education, recommends that this is a responsibility to be shared by both local and provincial governments. It advocates a generous system of basic provincial grants coupled with supplementary grants to be based on a variety of factors. The Association believes that fiscally independent school boards, able through local initiative to improve on the basic program, must be retained at all costs.

In considering the Association's discussion of curriculum as contained in Chapter 6 of the brief, it must be remembered that whatever is laid down by the school authorities must be implemented in the classroom by the teacher. The Alberta Teachers' Association is convinced that, in the last analysis, improvement in education in Alberta lies more in improving the quality of teachers coming into our schools than in tinkering with the curriculum. This does not mean that the Association regards the curriculum as unimportant. Rather, we recognize that it should be under constant review and research. Repeatedly, our Association has pressed for greater teacher participation in curriculum development.

Much of the criticism directed against Alberta's school curriculum concerns the enterprise method in the elementary school. The criticism might, in our view, be better directed at the policies which permit young, inexperienced, poorly educated individuals to be certificated to use this complex procedure. In many instances these teachers have no authorized textbooks and no library facilities and are forced to teach large classes in crowded classrooms. It may be that the enterprise has not been tried and found wanting, but rather has never been fairly tried. It is the view of our Association that such matters should be the subject of further scientific study rather than heated debate.

The adequacy of the high school program is the subject of many ill-founded statements. The Alberta Teachers' Association believes that our high school program should be examined in the light of the demands of modern society, as

elaborated in our brief in Chapter 3. In addition, the effect on retention of various proposed changes should be examined. Usually, persons who advocate a more academic offering scarcely realize that this inevitably restricts the numbers who can profit from high school education. Consistent with our view that every Alberta child should receive an education appropriate to his ability, needs, and interests, the Association supports a varied high school program including academic, vocational, and general options. Consistent with our belief in research, study, and experimentation as the methods of solving technical problems, we propose that questions of high school standards be the subject of study instead of shouting. Accordingly, there will be found in this section of the brief a series of recommendations advocating more research into the above matters, together with specific suggestions on such topics as organization, administration, supervision of instruction, textbooks, library service, and audio-visual aids.

In the matter of pupil progress, as found in Chapter 7, the brief presents the best available research and practice on age of entrance into Grade I. The Association believes that there is no one age best suited to all children, and that the solution of this problem involves the provision of kindergarten, reading readiness, and full Grade I programs for children with different levels of development at whatever legal age of entrance is established.

Contrary to the usual claim, The Alberta Teachers' Association believes that at present our school system does not provide easy promotions from one grade to the next. Figures are given to show that the average failure rate per grade is 5.4 percent for Grades I to VIII and is 10 percent in Grade IX. Furthermore, evidence is presented to show that the failed pupil does not learn any more than had he been promoted. The Association believes that differences in achievement should be dealt with by smaller classes, individualized instruction, remedial work, and acceleration of the bright,

rather than widespread failure of low achievers.

Again, because we believe that every Alberta child should have the right to educational opportunities consistent with his abilities, needs, and interests, at the high school level students should be retained in school if they can profit from the instruction. Figures are given in the brief to show that the holding power of Alberta schools is steadily increasing but that, even so, only 20 percent of a beginning Grade I class remain through twelve grades to receive a high school diploma. The Association recognizes that, if society is to benefit because a larger proportion of our young people complete high school, the curriculum must be varied rather than narrowly academic, and deliberate efforts must be made by high schools to retain pupils in school, rather than to try to squeeze the slow learner out.

The Association believes that the present departmental examinations are useful, should be retained but not extended, and should be improved in various technical ways. The whole matter of examinations and matriculation requirements is presently under study and warrants further study.

Chapter 8 deals with the special services of our school system. The Alberta Teachers' Association suggests that guidance service be provided in both elementary and secondary schools, and our brief presents standards and criteria for these services. The Association believes guidance should be extended widely, with carefully selected and thoroughly educated school counsellors to assist the child in making wise choices of the educational opportunities presented to him.

The Association shares the current public concern about provisions for the gifted child. We urge early identification, moderate use of acceleration, experimentation with special classes, enriched curricula, and small classes to provide special challenge for the gifted. Study and experimentation should be used to determine the selection and best provisions for the gifted.

(Continued on Page 30)

Teachers'

Every Alberta teacher should know the statutory requirements for engagement, termination of contract, termination of designation, and transfer. *The School Act* covers these matters in detail.

Engagement

- An application for a teaching position should be either by letter or by filling out an application form provided by the school board.
- If the school board offers the teacher a position following application, or without application, the teacher has eight days after the date of the board's offer to accept.
- When a teacher accepts the school board's offer, a contract has been made, and the teacher is bound to begin teaching on the day school opens in September.
- If the teacher does not accept an offer within eight days, no contract exists.
- After the eighth day the teacher may notify the board that he wishes to accept the offer.
- If the board, within four days after receipt of the teacher's statement that he wishes to accept the offer, notifies the teacher that he is under contract to the board, a valid contract has been made from the date of such notification.

Termination of contract

By a teacher

- No teacher shall give notice to terminate a contract effective in any

month except July or August, unless he obtains the approval of the Minister of Education.

- A notice to terminate a contract must be given in writing and may be delivered in person or by registered mail, and, in the latter case, it is assumed that the notice has been given on the date of mailing.
- If a teacher intends to leave teaching, he must resign on or before June 15.
- If a teacher intends to enter a contract with another school board, he must give notice on or before July 15 of his intent to terminate his existing contract, provided, however, that if a teacher enters a new contract with another board, he must give notice of termination of his existing contract within eight days after the new contract has been made.

By a board

- No school board shall give a notice to terminate a teacher's contract effective in any month except July, unless it obtains the approval of the Minister of Education.
- The school board shall give a notice to terminate a teacher's contract, effective in July, on or before the preceding fifteenth day of June.

Contracts

General

- Subject to the foregoing provisions relating to termination, either party may terminate a contract by giving at least 30 days' notice in writing to the other party.
- No teacher shall give notice to terminate a contract under which he has not yet rendered service until he obtains the consent of the Minister.
- Teachers are not required to resign at the request of a school board.
- Any teacher who is served with a notice of termination or who is asked to resign should contact head office immediately.
- All applications for a hearing before the Board of Reference must be filed with the Minister of Education not later than June 30.
- No application for a hearing before the Board of Reference shall be made in any case where the contract has been in force for a period of less than 12 months or in any case where the contract has been terminated with the approval in writing of the Minister of Education.
- A school board may suspend or dismiss a teacher summarily for gross misconduct, neglect of duty, or for refusal to obey any lawful order of the board. The board must give notice in writing to the teacher and transmit a written statement of the facts to the Minister forthwith. The teacher may appeal to the Minister within 15 days.

Termination of designation

- A school board or a teacher may give 30 days' notice of termination of the teacher's designation as principal, vice-principal, or assistant principal on or before June 15.
- The principal, vice-principal, or assistant principal may, within seven days of receipt of the notice, request in writing a hearing before the board.
- The Board shall, if a hearing is requested by the teacher, within 14 days after receipt of the request, hold such hearing.
- If, following the hearing, the board does not withdraw its notice of termination of designation, the teacher may within seven days following the hearing appeal to the Minister of Education.
- The Minister of Education shall, following such appeal, cause an investigation to be made and may confirm or disallow the termination.

Transfers

- A board may transfer a teacher from one school to another at any time during the school year.
- The board must give a teacher seven days' notice in writing of such transfer.
- The teacher may, within seven days after receiving such notice, appeal for a hearing before the board.
- If the teacher requests a hearing, the transfer shall not take effect until the

teacher has appeared before the board.

- A board shall not transfer a principal, vice-principal, or assistant principal.

Points to remember

- A temporary teacher's contract terminates automatically on the date set out in the contract.
- Teachers served with notice of termination should contact head office immediately.
- If there are conditions to your acceptance of engagement, such as school, grade, rent for teacherage, etc., such conditions should be in writing and should be signed by both parties.
- Every teacher has eight days following the date of the offer of a position to investigate salary, living accommodation, and the relationships among the school board, teachers, superintendent and public.
- Insist on receiving a copy of the salary

agreement so that you can check what salary you will be paid.

- Except for temporary teachers, there is no written contract between a teacher and a board in Alberta. The offer of a teaching position, the acceptance by the teacher, and the salary agreement in force form the contract.
- If a teacher is or has been participating in a strike under *The Alberta Labour Act*, any contract of employment entered into by the teacher and another board before the strike is terminated is void, unless the board involved in the strike consents in writing to the teacher's accepting employment with the other board.
- If further information is required, or if you are considering making an application or accepting the offer of a teaching position with a school board which is in dispute with the Alberta Teachers' Association, you should contact head office.

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1958**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1958** (see 9[f]). The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Present Education Expenditures

J. D. AYERS

WHILE it is an old saying that that which goes up must come down, expenditure for education—and indeed for all functions of government—has shown no signs of following this rule in recent years. Let's review the picture over the past ten years, as shown in the report *Educational Finance in Canada, 1946-1956*¹.

Expenditure for education

Whether one looks at expenditure by area of education — public elementary and secondary, higher education, and other education; or by source of expenditure — school board, provincial, federal, and private; the trend since 1947 has

been upwards. Tables 1 and 2 show this trend. Expenditures for public elementary and secondary education have increased from \$240 million in 1947 to an estimated \$776 million last year. This represents an average annual increase of 12.6 percent per year. About half of the increase in expenditure has been caused by the expanding school enrolment which was approximately 3,500,000² this fall compared with 2,200,000² ten

¹ Research Division, Canadian Teachers' Federation. *Educational Finance in Canada, 1946-1956*. Information Bulletin 58-1. Ottawa: the Federation. February, 1958, 94 p.

² Exclusive of independent schools in Quebec.

Table 1
Summary of Expenditure for Education By Area

Year	Public Elementary and Secondary ¹		Higher Education ²		Other Education ³	
	Millions	Percent Change	Millions	Percent Change	Millions	Percent Change
1947	\$239.6	—	\$ 63.9	—	\$37.1	—
1948	272.7	+14%	81.7	+28%	31.4	-15%
1949	316.1	+16	71.2	-13	34.7	+11
1950	352.9	+12	67.7	- 5	33.1	- 5
1951	398.9	+13	66.5	- 2	35.0	+ 6
1952	454.2	+14	71.6	+ 8	37.7	+ 8
1953	494.9	+ 9	79.7	+11	38.1	+ 1
1954	555.4	+12	97.4	+22	41.4	+ 9
1955	625.2	+13	108.3	+11	48.0	+16
1956	695.4	+11	128.8	+19	52.0	+ 8
1957 ⁴	775.8	+12	154.0	+20	59.9	+15

¹Including Yukon, Northwest Territories, Indian, Eskimo, and Defence schools

²Excluding capital expenditure from non-governmental sources

³Private schools (except classical colleges), business colleges, handicapped, adult education, etc.

⁴Estimate

years ago. The 1957 expenditure of \$776 million may be restated as \$47 per capita, \$129 per member of the labour force, or \$225 per pupil.

Expenditures for higher education have increased from \$64 million in 1947, including expenditures for veterans, to an estimated \$154 million in 1957. This

\$154 million does not include any capital expenditure from non-government sources but does include expenditure for research. The average annual rate of increase over the ten-year period was 11 percent per year; in the last five years the annual rate of increase was approximately 14 percent.

Table 2
Summary of Expenditure for Education By Source

Year	Millions of Dollars					Percent Change
	School Board	Provincial	Federal	Non-Governmental	Total	
1947	\$137.1	\$124.1	\$44.0	\$35.5	\$340.7	—
1948	160.2	141.7	43.0	40.7	385.6	+13%
1949	184.4	160.3	33.0	44.4	422.1	+ 9
1950	202.7	181.7	22.0	47.2	453.6	+ 7
1951	233.6	196.1	24.0	46.3	500.0	+10
1952	268.6	221.9	27.0	45.7	563.2	+13
1953	300.7	234.4	30.0	47.4	612.5	+ 9
1954	334.2	274.7	34.0	50.5	693.4	+13
1955	352.6	333.1	40.0	55.0	780.7	+13
1956	396.9	364.1	55.0	59.6	875.6	+12
1957 ¹	416.8	437.1	70.0	65.0	988.9	+13

¹Estimate

Expenditure for other education, including private schools, business colleges, adult education, and education of the handicapped, has not increased as much as expenditure for public and higher education, principally because there has been very little increase in enrolment. Expenditures in 1957 are estimated to have been \$60 million compared with \$37 million ten years earlier.

Total expenditure for all education increased from \$341 million in 1947 to \$989 million last year, an average annual increase of 12 percent. Per capita expenditure for all education in 1957 was \$60. Per member of the labour force it was \$164 or about 66¢ for each working day. When the expenditure is broken down like this it doesn't seem much for our total school bill. In fact, in 1957 education took only about \$1 in \$31 of

our gross national product, or a little over three percent of our wealth.

Distributed by source, school boards paid 42 percent of the total school bill, the provinces 44 percent, and the federal government 7 percent; non-government support amounted to about 7 percent. You will notice that the proportions borne by the various levels of government are inversely related to the taxation resources available to them.

Before leaving the subject of expenditure we should deal further with the sub-question, "expenditure for what?" About 78 percent of the total education expenditure is in connection with public elementary and secondary schools, about 16 percent is for higher education, and 6 percent for other education.

At the local level, of the total current expenditure for public elementary and

secondary education, about 56 percent is for instructional salaries, 28 percent for administration, operation and maintenance, transportation, and health services, and 12 percent for debt charges including interest and repayment. Combining capital and current accounts, an estimated 50 percent is for instructional salaries, 25 percent for administration and operation, 3½ percent for interest or debt, and 22½ percent for capital. You will notice that nearly one-quarter of net general expenditure—capital and current combined—is now devoted to capital expenditure.

It was observed above that the proportion of the expenditure borne by each level of government was inversely related to its taxation resources. There have been suggestions that the economic load for education be redistributed. However, "if there is to be a redistribution of tax load—there must be proof of actual expenses based on accurate data."³

Problems in reporting expenditure

A number of vexing problems confront people compiling financial statistics and those who use the compilations. One facet of the problem of collecting statistics can be indicated by mentioning the number of local government units in Canada. There are 4,262 incorporated municipalities, 10,414 independent school boards, and hundreds of sewer and water districts, hospital districts, etc. Many of these local government units do not keep proper accounts, and many report on a receipts and payments basis rather than on a revenue and expenditure basis, because treasurers do not have the required training and knowledge to do otherwise. One glaring example of the poor accounting is that, in many statements, bank balances at year-end do not agree with those at the beginning of the next year. In addition, the reports from local government units to provincial governments are of varying degrees of completeness, particularly with respect to capital expenditure and

records of capital assets and liabilities. Finally, there is considerable variation from province to province in the classification of expenditures. While there are all these problems, there has, nevertheless, been considerable improvement in recent years in reporting financial statistics. For example, the trend to larger units of administration employing qualified business administrators has resulted in improved reporting in some provinces. On the whole, however, the problem must be handled at the provincial level by insistence on complete and accurate reporting according to some standardized system. It might be added that school boards should be willing to cooperate in this respect for it is really in their own interest in the long run. It has already been pointed out that there must be proof of actual expenditures if school boards are to receive more assistance. Proper and accurate reporting would also allow them to make comparisons with other boards for the various items of expenditure.

In contrast to the thousands of local government units, there are only ten provinces and one federal government from which to collect statistics. In spite of the small number of units the problems encountered are still considerable, particularly with respect to current and capital accounts. Frequently amounts are expended from current account on the construction or acquisition of assets such as highways and public buildings. Also, expenditures of a capital nature may appear in capital account one year, whereas expenditures of a similar nature may be found in current account the following year. Therefore, the most accurate picture of expenditure is obtained only when current and capital accounts are combined.

Another difficulty at the provincial level is that federal grants are lumped together so that it is impossible to obtain an accurate account of net expenditure of various items, for example, vocational education. Then, too, particularly at the federal level, expenditure for education and other functions of government is often buried in various departmental

³ Dominion Bureau of Statistics. *Manual for School Secretary-Treasurers*. Ottawa: Queen's Printer, 1944, 7 p.

expenditures. This is particularly true for educational expenditures of the Department of National Defence and the Department of Northern Affairs.

Now let's assume the millennium came to pass, bringing complete and accurate reports of revenues and expenditures of the three levels of government. There would still be a difficulty to overcome. Is trade training or rehabilitation training, education? Should expenditures of the National Film Board for educational films, or medical research grants to universities be considered education expenditure? These are but a few examples of borderline decisions encountered by both the compiler and the user of financial statistics.

Both of the problems discussed here: comparability, completeness and accuracy in reporting, and classification of expenditure by function, have been discussed more completely in *Educational Finance in Canada, 1946-56*⁴. Perhaps, the independent spirit of the ten sovereign provinces is mainly responsible for these problems. Each province tends to feel that it has the right system for collecting and reporting statistics. The Education Division, and the Public Finance and Transportation Division of the Dominion Bureau of Statistics, by whom most of the information is compiled, are well aware of the difficulties and have worked out systems of classification by which expenditures may be reported on as comparable a basis as possible. The foregoing may explain why the expenditures reported contain some estimates and reasonable guesses. In this article, with one exception, and that is for the data reported in Table 5, expenditure at the local level is current expenditure which includes current operation, debt charges, and capital from current. Federal and provincial expenditure is net general expenditure combining capital and current accounts, and includes current operation, interest on debt, and capital from both current and capital accounts.

Future expenditure

Now for a ten-year projection of expenditure. The 1957 data that has been reported above is really a projection, as complete data is available for 1955 only, there is partial information for 1956, and some very preliminary estimates for 1957. Projection to 1965 is in reality therefore a ten-year projection.

Forecasting expenditures for education five or ten years ahead requires predicting or making certain assumptions regarding not only the number of live births, the rate of net migration, and the trend in the proportion of children attending school, but also the rate of increase in our gross national product. A suggestion of what might happen in the future is found in a remark made recently by the Prime Minister of Great Britain during his visit to Australia:

We shall have, in a few years, one-third of Britons at school, one-third on pensions, and one-third working to support the other two-thirds. I am sure it can be done.

Although the situation quoted applies to Great Britain, it has some application to Canada.

The proportion of children attending school to every 1,000 in the labour force receiving income has risen from 533 in 1946 to 655 in 1957, and there are at least two provinces where the number of school children exceeds the number gainfully employed. A study of the projections of the Royal Commission on Canada's Economic Prospects indicates we may have close to 700 children per 1,000 persons receiving income within the next ten years.

It is thus seen that most of the shift in the proportion of school children to labour force has occurred already. However, enrolment is going to increase. Table 3 shows the actual enrolment in our schools in 1955 and the forecasts for 1957, 1960, and 1965.

In 1965, enrolment in public elementary and secondary schools will probably be more than half again as large as it was in 1955, and enrolment in higher education will almost double in the ten-

⁴ See Part II, p. 5-7.

year period. No attempt has been made to forecast other enrolment because of the lack of data on trends.

Such increases in enrolment will necessitate tremendous increases in expenditure. These are estimated and reported in Table 4. It should be noted that these projections provide only for the same range of services that are presently provided. At current rates of expansion our total expenditure for education in 1965

will amount to about \$2.25 billion and consume 4 percent of our gross national product. In 1955, the total bill was \$781 million, about one-third as much, and consumed only about 2.9 percent of our gross national product. Of course, the main reason for a higher proportion of our expenditure being devoted to education has been the increase in the ratio of children attending school to the labour force, the producers of our wealth.

Table 3
Forecast of School Enrolment to 1965 (Thousands)

Year	Public Elementary and Secondary		Higher Education ³	Other Education	Total
	Forecast One ¹	Forecast Two ²			
1955	3,038	3,105	70	202	3,377
1957	—	3,432	82	215	3,729
1960	3,785	3,850	94	—	—
1965	4,401	4,700	133	—	—

¹For the school year ending in year shown. Forecast by Royal Commission on Canada's Economic Prospects. Dubé, Yves, Howes, J. E., and McQueen, D. L., *Housing and Social Capital*, Ottawa: Queen's Printer, 1958, p. 73-74. This forecast is based on assumption of annual net immigration of 75,000 and no increase in proportion of children 6-14 attending school. It includes the private schools of Quebec and apparently excludes Yukon, Northwest Territories, and Indian schools

²Based on the Royal Commission on Canada's Economic Prospects forecast of population with net immigration at 100,000 per year. It also assumes an increase in the proportion of children in elementary school because of increasing kindergarten enrolment. It excludes Quebec private schools as these are included in Column 5 but includes children in Yukon, Northwest Territories and Indian schools

³The 1960 and 1965 projections are those of Dubé, Howes, and McQueen in *Housing and Social Capital*, p. 84

Table 4
Forecast of Expenditure for Education (Millions of Dollars)

Year	Public Elementary and Secondary ¹	Higher Education ²	Other Education ³	Total	Percent of Gross National Product ⁴
1955	\$ 625.2	\$108.3	\$ 48.0	\$ 780.7	2.9%
1957	775.8	154.0	59.9	988.9	3.2
1960	1,040.0	230.0	72.0	1,342.0	3.5
1965	1,750.0	440.0	100.0	2,290.0	4.0

¹Forecast based on 12 percent annual increase in expenditure and confirmed by 6 percent annual increase in per pupil expenditure, both of which are based on average experience since 1950. Using the conservative "Forecast One" enrolment of Table 3, 1960 expenditure would be \$1,000 million, and 1965 expenditure \$1,600 million

²From 1951 to 1957 enrolment increased at the rate projected to 1965, therefore, the forecast is based on 14 percent annual increase in expenditure which is experience since 1952

³Forecast based on 6 percent annual increase in expenditure as little change is expected in enrolment in this category

⁴Forecast of Gross National Product based on 8 percent annual increase which is experience of last ten years

Table 5
Distribution of Net General Expenditure, All Governments, 1955

Function	Federal		Provincial		Municipal		All Governments	
	Millions of Dollars	Percent of Total	Millions of Dollars	Percent of Total	Millions of Dollars	Percent of Total	Millions of Dollars	Percent of Total
Defence	\$1,643	38.1%	—	—	—	—	\$1,643	23.1%
Social Welfare	854	19.8	\$ 134	8.7%	\$ 33	2.6%	1,021	14.3
Transportation and Communications	174	4.0	448	29.1	233	18.3	855	12.0
Education	40	.9	333	21.6	429	33.7	802	11.3
Health	57	1.3	247	16.0	62	4.9	366	5.1
Other	1,547	35.9	377	24.6	514	40.5	2,438	34.2
Total	\$4,315	100.0%	\$1,539	100.0%	\$1,271	100.0%	\$7,125	100.0%

Our ability to support education

The final question regarding what we can afford to spend for education has been answered indirectly above. Only \$1 in \$31 of our gross national product was assigned to education in 1957. In Table 5 it is shown that education received only 11 percent of the total net

general expenditure of all governments in 1955. Social welfare and transportation and communications consumed somewhat more of our total government expenditure and defence twice as much.

As was said rather facetiously at the beginning, we can afford to spend as much as we want to spend for education.

According to the Department of Education Annual Report, 1957, there were 49 independent town and city school districts in operation in Alberta during 1956-57. These districts operated 3,426 classrooms staffed by 3,988 teachers and had a student enrolment of 110,984.

In 1946-47 there were 5,818 teachers in Alberta. In 1956-57 there were 9,273 teachers. The total teachers' salary bill ten years ago was \$8,841,443.60. For 1956-57 the corresponding figure was \$30,411,336.93.

President's Column



The Executive Council met on April 18 and 19. As usual we had a heavy agenda.

Mr. J. D. McFetridge, M.Ed., district representative for Central Eastern Alberta, was appointed executive assistant and will take over his duties in August. He will be working in the field of collective bargaining.

Three electoral ballots were approved and will be submitted to local associations this fall. They deal with fees remitted to locals, redistribution of representation at the Annual General Meeting, and widening of the investment powers of the Executive Council of the Association.

Considerable time was spent on resolutions referred to the Executive Council by the Annual General Meeting and on the disposition of the resolutions passed by the Annual General Meeting. The ATA Policy Handbook will be revised and reprinted.

Appointments to a number of ATA committees and of ATA representatives on other bodies were made, and the

remainder will be dealt with at the June meeting.

The Executive Council decided to take over the second floor of Barnett House as soon as possible and to construct a parking space at the rear of the building.

Tentative dates for holidays of the executive staff are as follows: Mr. Ansley, September 15 to October 15; Mr. Seymour, July; Mr. Eyres, July 14 to August 14; Mr. Ingram, June.

For some time we have been formulating plans for an ATA Investigating Committee. Teachers need more protection than they are given under the provisions for investigation stipulated in *The School Act*. The general terms of reference and the personnel of the panel from which the committee would be selected in each case were approved. This committee will be directly responsible to the Executive Council. The individual teacher will be free to choose an investigation as provided by *The School Act* or to make use of the ATA Investigating Committee.

Copies of the ATA brief to the Cameron Commission have been sent to all local associations. Several of our members in the Faculty of Education did the Association a great service both in the preparation and the presentation of the brief.

The regular June meeting of the Executive Council will be held on June 12, 13, and 14.

There are two types of speakers—one needs no introduction, and the other deserves none.

The diplomat: a man who remembers a woman's birthday but forgets her age.

Banff Conference Alberta Teachers' Association

**August 17-24, 1958
Banff School of Fine Arts**

Attendance

One teacher appointed by each local association may be registered in the General Course. If facilities permit, additional local representatives, and then individual teachers, will be accepted in order of application.

Locals may also make application to send a representative to The Alberta Teachers' Association Publications Course. A maximum of 18 teachers will be accepted in order of application.

Applications

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 16, 1958.

Fees

A fee of \$52.50 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$51.50. A charge of \$5 covering registration and coffee will be made for those not staying in residence. Reduced rates are in effect for children, according to age. All fees must be sent to head office with each application.

Program

All delegates will meet in general session at 9:30 a.m., Monday, August 18.

Panel discussions will be held on Tuesday and Thursday evenings.

A general session on Saturday morning, August 23, will end the course.

Two half-day group sessions are spent on each topic in the General Course.

The Alberta Teachers' Association Publications Course comprises eight half-day sessions.

General Course topics

- Alberta Teachers' Association Policy and Administration
- Curriculum Development
- Group Dynamics
- Educational Publicity and Public Relations

Special Course topic

- Alberta Teachers' Association Publications

Registration

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 17.

Accommodation

Accommodation at the chalets, Banff School of Fine Arts, is available for delegates and their husbands or wives. Delegates bringing their families will be accommodated if room is available after placement of others.

Application Deadline is June 16



—Administration Building, Banff School of Fine Arts

Meals

Meals are served in the dining room of Chalet 2.

Recreation

Wednesday afternoon and evening will be left free for sightseeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

Arrangements will be made to hold a square dance on one evening.

Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the Banff ATA Conference. This payment will be made to the local association after the conference, not to the individual delegate. All other expenses must be borne by the local.

Make Your Reservations Early

Say What You Mean

The difference between educational writing and writing for understanding is downright embarrassing.

SOMETHING is manifestly fouling up educational writing on virtually every level. When we compare the writing of schoolmen to even run-of-the-mill journalism, the contrast is downright embarrassing." So said Dr. Maxwell L. Rafferty, Jr., in a talk to the Educational Press Association in San Francisco recently.

Let's take a typical example of a newspaper lead sentence written by a hard-boiled, practical writer.

"Both pupil stupidity and incoherence," stated Dean Henry Jones of Columbia yesterday, "can be blamed directly on too much time spent watching moronic TV programs."

Here's the way all too many educational writers would camouflage the same, simple thought.

"Dean Henry Jones, chairman of the Department of Audiovisual Education, Teachers College, Columbia University, stated conditionally in a recent summary of tentative research findings that a low language intelligence quotient and a low total intelligence quotient seem to be associated in a positive relationship with excessive television viewing and may be attributable to a yet undetermined degree to the neglect of some aspects of language development due to preoccupation with inadequate television fare."

Why do they write like this?

Why do most school people write like this? Let's see if we can dredge up a few reasons.

Popular writing requires five basic attributes: terseness, colorful word choice, daring and originality, striking figures of speech, and interesting content. It is fair to assume that schoolmen, if they want anybody but their professional fellow-sufferers to read their stuff, are going to have to include some or all of these qualities in their writing. But they can't do it, and here's why.

They can't write with brevity and conciseness because they have had too many of their university papers, both graduate and undergraduate, graded on total weight rather than on thought. They can't utilize colorful words and phrases because they have seen too many thesis drafts rejected on grounds of "unscholarly terminology". They can't be daring and original because a daring and original schoolman is nine times out of ten on the way to becoming an ex-schoolman. They can't use striking figures of speech because so-called "scholarly writing" automatically precludes the use of anything more complicated than a simile. And finally, they can't handle interesting content because they have been forced over the years to digest entirely too many doctoral dissertations, wherein anything remotely interesting is automatically red pencilled.

We actually seem to be conducting a school for educational writing in reverse, pounding over the head with a professorial shillelagh anyone in our ranks who shows the slightest signs of talent in this direction. I believe this to be due to two basic fallacies: first, that

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NAME OF SCHOOL	SCHOOL ADDRESS		SCHOOL CLOSING DATE

educational writing, in order to convey conviction and to be taken seriously, must be dull, the duller the better; and second, the obverse of this coin, namely, that sparkling, interesting, informal writing is suspect, unworthy of the gray hairs and venerable dignity of our august profession. This, of course, is laughable. Where did we get all this dignity? How did we arrogate this to ourselves? We are intrinsically no more worthy of veneration, and indeed no more dignified, than half a dozen other professions and callings.

Seven commandments—don't obey

It almost seems that our teachers' colleges and other institutions of higher learning are engaged in a concerted effort to teach schoolmen how to be dull. Seven commandments are commonly enforced.

- √Always be formal. Never permit yourself to adopt any charming little informalities.
- √Always use long, involved sentences and paragraphs, the longer the better.
- √Always use passive rather than active voice verbs. This lends a funereal tone to almost any writing.
- √Always use vague, fuzzy and, if possible, highly technical terminology, hard to pin down, and which people have to wrinkle their brows over to find out what you mean.
- √Never use idioms or slang in any way. After all, that's highly undignified.
- √Never use concrete references to familiar figures. It's much too direct.
- √Never write about anything controversial, or, if you do, conceal your own point of view perfectly.

How to be dull

If you follow these seven commandments meticulously you will succeed beyond your fondest expectations in being perfectly dull. Further, if you will analyze most of our professional writing, in our magazines, journals, and texts, you will discover that the great majority of us in this business follow these seven

commandments with vastly greater punctiliousness than ever the Children of Israel followed the ten originals.

Aside from dullness, however, there is another bugaboo haunting the profession which has been aptly dubbed "professional jargon". We find, crawling into educational writing like the Serpent into a somewhat rundown Garden of Eden, a whole family of poisonous little snakes like "togetherness", which we educators originated and which Madison Avenue has now taken over with my compliments. It has recently been supplanted in our fickle esteem by "ingroupness", which is infinitely worse.

Instead of putting a practice into effect and then evaluating it, as our stodgier predecessors were content to do, we now feel a sense of incompleteness unless we are "routinizing" said practice and then "overviewing" its results. These are bastard words unknown alike to Webster and to common sense.

Such a word was "motivated", which has been worked almost to death and which is now called "directed purposing", thus resurrecting from a moldy grave a verb form, "purposing", which to my knowledge has not been used since Shakespeare's day.

We seem always to prefer the complex to the simple. "Listening" is now passé; it is to be referred to from here on in as "auding", a horrible little word. And when you join debate with your peers in the future, you are to be known willy-nilly, as a "discussant". Ugh! "Licensure", another illegitimate offspring, was used in a recent issue of a teachers' magazine in a title.

The full flower of an evil evolution is to be found in a recent textbook on guidance, wherein this little gem appears: "traumatic ambivalence issuing from inordinate castigation". How do you like that? It took twenty pages of this perfectly worthless book plus a bout with Webster's Unabridged to discover that the author was talking about the unfortunate effects of too much spanking. Why didn't he say so?

And so it goes. No writer, no matter how gifted, can possibly succeed in a



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medium which requires him to work with 'gobbledygook' like this. We are becoming virtually incomprehensible, even to ourselves.

Trivia in school journals

We schoolmen are now writing in an almost perfect vacuum. Few of our readers can stay awake long enough to digest what we are saying, and those who do, discover at the end of their self-imposed insomnia that it wasn't worth it after all. Several of our largest educational publications deal almost exclusively with such trivia as how to speed up the lunch-room line, new concepts in school roof design, a two-way radio system for school busses, and an all-purpose corridor for high schools. These titles are taken just at random from some of our most important journals.

We should be writing about such issues as are life and death to the profession. "How can educators become again, as they once were, the cultural leaders of the community?" "Why is so much lightweight piffle being taught in today's schools?" "What must we educators teach to insure the survival of our nation?"

Search for these articles and, with few exceptions, you will find them conspicuous by their absence in the very journals which presumably are helping 'us' to fight our way forward in this very puzzling world of today.

Educators, finally, should write to the public, not just to each other. Everyone is interested in education. We owe it to this vast sea of interest to make ourselves intelligible and to see that we are read. This carries with it a dual obligation: to develop an interesting style, and to write about topics which possess an innate appeal to readers. Since educational topics are of great intrinsic appeal to most lay people, this second half of the obligation presents no great problem.

The development of a readable style is admittedly more difficult. Yet educators can take a giant stride in this direction merely by cultivating simplicity and informality in their writing and by foregoing the cautious circumlocutions of the graduate school and the doctoral seminar.

Adapted from *Edpress Newsletter*, April 29, 1955

The ATA Speaks

(Continued from Page 13)

It is equally important to extend special provisions for slow learners and for mentally retarded children. Opportunity classes have proved their value. In addition, the special education required of teachers of handicapped pupils should be the subject of inter-provincial discussion, so that each western province might concentrate on one aspect of this specialized type of teacher education.

The Alberta Teachers' Association believes that the hidden costs of high school education should be kept down. Particularly, high school graduations, dances, clubs, and extra-curricular activities should be scrutinized closely by the administration of the school with a view to reducing costs to pupils. The Association takes the view that ability,

motivation, and effort should determine continuation in high school, rather than financial means, and suggests a study of a bursary-scholarship system to discourage drop-outs.

Chapter 9, headed, *The Organization of Schools*, deals with the following topics:

—*School Buildings and Facilities*—It is recommended among other things that there be established minimum standards of construction and facilities, after a thorough study of the subject has been undertaken.

—*The Semester System*—It is presently operated in four high schools. It is the opinion of the Alberta Teachers' Association that the semester system should be continued and that the Department of Education examination

system should be adapted to the needs of these schools.

The Small High School—Following a discussion of its advantages and disadvantages, The Alberta Teachers' Association recommends that where-ever possible several such high schools be combined, and that in isolated areas working and living conditions be improved in order to retain teachers.

The Centralized High School—The brief, in discussing the nature of this type of school, contrasts, once again, its advantages and disadvantages, considers composite high schools, and makes a series of recommendations appropriate to the problems raised in the brief.

Through Chapter 10 of our brief, the Association gives recognition to the growing junior college movement in this province. The multiple functions of these colleges, providing as they do university credit courses, vocational and technical training, and cultural and recreational instruction, are wholeheartedly endorsed. The development of these colleges tends to relieve universities and also provides higher education for those not seeking a university career. Because the colleges operate in conjunction with high schools, it is recommended that only qualified teachers be employed.

In dealing with the matter of research in education, in Chapter 11 of the brief, The Alberta Teachers' Association notes that business and industry spend millions on research annually and believes that similar expenditures on the part of Canadian education would pay dividends. Already, in Alberta, there is a research organization, the Alberta Advisory Committee on Educational Research, which has with present financing and facilities produced a dozen studies, mentioned in this brief, which illuminate educational problems in Alberta. Some of these studies have received recognition in internationally famous journals. Whatever curricular changes may be contemplated for Alberta, studies such as these will provide invaluable information. The present modest start on educational research in Alberta is a step in the right

direction. The Association believes that further support in terms of funds, staff, machines, library, and space should be provided. The tasks that lie ahead include problems peculiar to Alberta education and problems of universal importance.

Many of the problems facing our schools and many of the charges hurled at the schools can be scientifically investigated, if only we have the funds, manpower, and other facilities. The Alberta Teachers' Association takes the position that an increased investment in educational research is needed to improve Alberta's educational system.

Chapter 12 of the Association's brief is a summary of the recommendations made with respect to the various aspects of education.

Part VII of the brief consists of supplementary memoranda which represent the views of individuals on the topics discussed in the brief proper. It is the opinion of the Association that these memoranda are valuable contributions, but that they do not necessarily express the views of The Alberta Teachers' Association.

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Official Bulletin, Department of Education

No. 186

Yukon Gold Rush Jubilee Committee Essay and Map Drawing Contests

This Committee invites Canadian school children to take part in its essay competitions and map drawing contests. The purpose is to acquaint students throughout Canada with Yukon as a geographical entity which has an important place in Canada's future development. The year 1958 is the sixtieth anniversary of the Klondike Gold Rush. To mark this event, Yukon is holding its Gold Rush Jubilee this year.

The essay topic for both contests, one for Grades IV to VIII, and the second for Grades IX to XII, is "The Importance of Yukon in Canada's Future". Essays should be in legible handwriting on lined foolscap. The student's name, grade, age, school, town, and province should be written at the top of the first page. The length of the essay for Grades IV to VIII should be approximately 500 words and for Grades IX to XII approximately 750 words. Essays will be judged on organization of material, proper paragraphing, sentence structure and grammar, evidence of research, originality, interest to the reader, and neatness.

The map drawing contests, for the best maps of Yukon, are for the same two groups of grades. The map should be on a sheet of plain white drawing paper, nine by twelve inches. The name

of student, grade, age, school, town, and province should be printed on the back of the map. Entries will be judged for accuracy, neatness, coloring, quality of printing, and for information shown: Yukon's relationship to other areas, chief centres of population, rivers, lakes, mountains, other physical features, routes of early gold seekers, chief transportation routes.

The prizes for essays in the Grades IV to VIII group are \$75, \$50, \$20, and five honorable mention awards of \$5 each, and for maps are \$25, \$15, \$5, and five honorable mention awards of \$2 each. For essays, Grades IX to XII, prizes are \$100, \$75, \$25, and five honorable mention awards of \$10 each, and for maps, \$50, \$25, \$10, and five honorable mention prizes of \$5 each. Winners will be announced on August 17, Discovery Day in Yukon.

Teachers, pupils, and schools desiring complete details on these contests may write to the address below. Essays and maps should be mailed before June 30, 1958, to: Harry Thompson, Superintendent of Schools, Department of Education, Box 2029, Whitehorse, Yukon Territory.

Grade IX examination papers

Teachers and students are advised that the supply of Grade IX examination papers from previous years has been completely exhausted.

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Two Hills No. 21	P. M. Shavchook, Two Hills
Vegreville No. 19	D. W. Kennedy, Vegreville
Vermilion No. 25	J. R. Robson, Vermilion
Wainwright No. 32	Oliver G. Griffiths, Wainwright
Westlock No. 37	Walter Burchett, Westlock
Wheatland No. 40	H. C. Willson, Strathmore

Counties

County and Number	Secretary-Treasurer and Address
Beaver No. 9	O. Monsson (Acting), Ryley
Forty Mile No. 8	R. R. Wallman (Acting), Foremost
Grande Prairie No. 1	R. B. Bowen, Grande Prairie
Newell No. 4	H. C. Scammell, Brooks
Ponoka No. 3	Peter MacDonald, Ponoka
Stettler No. 6	L. P. Williams, Stettler
Thorhild No. 7	P. G. Woloschuk, Thorhild
Vulcan No. 2	D. D. McQueen, Vulcan
Warner No. 5	D. M. Holladay, Warner
Wetaskiwin No. 10	G. Baker (Acting), Wetaskiwin

Districts

District and Number	Secretary-Treasurer and Address
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Cities

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Camrose No. 1315	C. McGill, Camrose
Drumheller No. 2472	J. C. Jensen, Drumheller
Edmonton Public No. 7	T. W. Meen, 10733 - 101 Street, Edmonton
Grande Prairie No. 2357	F. E. Hays, Grande Prairie
Lethbridge No. 51	A. J. Watson, 433 - 15 Street South, Lethbridge
Medicine Hat No. 76	G. H. Davison, Medicine Hat
Red Deer No. 104	Mrs. Lillian Scott, 4747 - 53 Street, Red Deer
Wetaskiwin No. 264	C. B. McMurdo, Wetaskiwin

Calgary CS No. 1
 Camrose CS No. 60
 Edmonton CS No. 7
 Lethbridge CS No. 9
 Red Deer CS No. 17
 Sacred Heart CS No. 15
 St. Joseph CS No. 28
 St. Louis CS No. 21

R. A. Cannon, 1347 - 12 Avenue West, Calgary
 Rev. V. J. Hartman, Camrose
 L. J. Slavik, 9807 - 106 Street, Edmonton
 R. A. Kimmitt, 425 - 18 Street South, Lethbridge
 James Masson, Ste. 1, 4702 - 47A Avenue, Red Deer
 Rev. J. R. MacDonald, Wetaskiwin
 Mrs. Emila Blais, Box 3459, Grande Prairie
 W. M. Gray, 30 - 7 Street N.E., Medicine Hat

Towns

Bonnyville No. 2665
 Bowness No. 4590
 Beverly No. 2292
 Bow River No. 1059
 Brooks No. 2092
 Coleman No. 1216
 Devon No. 4972
 Hanna No. 2912
 Hardisty No. 1659
 High River No. 144
 Lodgepole No. 5073
 McMurray No. 2833
 Montgomery No. 4967
 Olds No. 235
 Redcliff No. 2283
 Stettler No. 1475
 St. Albert No. 3
 St. Paul No. 2228
 West Jasper Place No. 4679
 Thibault CP No. 35
 Beaverlodge CS No. 68
 Beverly CS No. 52
 Bowness CS No. 69
 Bow River CS No. 55
 Cold Lake CS No. 64
 Grande Centre CS No. 67
 High Prairie CS No. 56
 Immaculate Conception
 CS No. 43
 Jasper Place CS No. 45
 Providence CS No. 30
 Provost CS No. 65
 St. John's CS No. 32
 St. Martin's CS No. 16
 St. Michael's CS No. 18
 St. Thomas More CS No. 35
 Ste. Marie CS No. 36
 Taber CS No. 54
 Theresetta CS No. 23
 Wainwright CS No. 31
 Glen Avon PS No. 5
 St. Albert PS No. 6

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 Mrs. Elsie E. Hogg, Bowness
 Carl Gundersen, 11012 - 83 Street, Edmonton
 Mrs. Delores Gardiner, Forest Lawn
 Mits Iwaasa, Brooks
 Mrs. Nora Goulding, Coleman
 B. D. Stover, Devon
 Wm. Cross, Hanna
 W. S. Pedlar, Hardisty
 J. W. Donald, High River
 L. A. Brodeur, Lodgepole
 Mrs. R. Tolen, McMurray
 J. R. Forrest, Box 480, Montgomery
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 J. W. Campeau, Redcliff
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 A. L. Miller, 10117 - 153 Street, Edmonton
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 J. J. Weber, 11905 - 46 Street, Beverly
 Rev. Charles J. Clancy, Box 419, Bowness
 Rev. George Gunnip, Forest Lawn
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 John Sellinger, c/o Royal Bank of Canada,
 Pincher Creek
 Rev. A. Kosolofski, OMI, Fairview
 Gerard Dufour, Spirit River
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 Rev. J. J. O'Halloran, Castor
 Andrew Turner, Wainwright
 J. Wengzynowski, St. Paul
 H. Armstrong, P.O. Box 60, St. Albert

Rural Districts

Acomb No. 4525	R. Racette (OT), St. Paul
Anzac No. 4979	George Filipchuk (OT), Lac la Biche
Banff No. 102	T. W. Balderston, Box 748, Banff
Biggin Hill No. 5029	Official Trustee, RCAF Station, Cold Lake
Bridge Creek No. 4984	F. M. Riddle (OT), Grande Prairie
Brule No. 3537	D. S. Blundell, Edson
Buffalo Park No. 5047	Capt. A. J. Theiss, Camp Wainwright
Burmis Camp No. 5066	Dr. K. H. Thomson (OT), Pincher Creek
Canmore No. 168	J. B. Eklof, Canmore
Chipewyan No. 4924	Miss I. B. Stewart, Fort Chipewyan
Chisholm No. 4632	P. T. Brown, Chisholm
Conklin No. 4835	George Filipchuk (OT), Lac la Biche
*East Prairie No. 4916	H. F. Irwin (OT), Administration Building, Edmonton
*Elizabeth No. 4886	H. F. Irwin (OT), Administration Building, Edmonton
Exshaw No. 1699	L. E. J. Day, Exshaw
Faraway No. 4689	E. W. White (OT), Ponoka
*Fishing Lake No. 4850	H. F. Irwin (OT), Administration Building, Edmonton
Fort Fitzgerald No. 4561	C. Hansen, Fort Fitzgerald
Griesbach No. 5028	Official Trustee, HQ, RC Signals, Kingsway Avenue, Edmonton
Grovedale No. 4910	F. M. Riddle (OT), Grande Prairie
Hays No. 5005	N. M. Purvis (OT), Taber
Hokenheim No. 2094	Adolph Berger, Provost
Howsam No. 4996	F/L C. M. Hill (OT), Claresholm
Jasper No. 3063	W. L. Yorke, Jasper
*Kikeno No. 4866	H. F. Irwin (OT), Administration Building, Edmonton
Lake Louise No. 1063	G. L. Wilson (OT), 134 - 8 Avenue East, Calgary
Mynarski Park No. 5012	Official Trustee, c/o Commanding Officer, RCAF Station, Penhold
Normandy No. 4986	Official Trustee, c/o Commanding Officer, RCAF Station, Lancaster Park
*Paddle Prairie No. 4893	H. F. Irwin (OT), Administration Building, Edmonton
Pelican Mountain No. 5088	Isaac Glick, Box 690, Athabasca
Portsmouth No. 3705	H. F. Peters (OT), Dominion Range Experimental Station, Manyberries
Ralston No. 4981	W. W. Kerr, 13 Pindi Place, Ralston
Seebe No. 4152	J. T. Crowder, Seebe
South Wapiti No. 4623	F. M. Riddle (OT), Grande Prairie
St. Isidore No. 5054	Robert Robert, Box 489, Peace River
*Utikuma No. 4904	H. F. Irwin (OT), Administration Building, Edmonton
Waterton Park No. 4233	O. J. Tidball, Waterton Park
Western Ridge No. 2083	George Gaida, Hayter
*Wolf Lake No. 4894	H. F. Irwin (OT), Administration Building, Edmonton
Breynat CS No. 53	Mrs. G. Duperron, Breynat
Clandonald CS No. 29	P. Convey, Clandonald
Fort Chipewyan CS No. 57	Rev. C. E. Gamache, Fort Chipewyan
Fort Vermilion CS No. 26	Rev. G. Tessier, OMI, Fort Vermilion
St. Laurent CS No. 47	J. A. Brosseau, Brosseau
St. Bernadette CS No. 34	Rev. F. Croteau, Picardville
Jubilee PS No. 4	Mrs. Anna Roy, Jean Cote

Villages

Cochrane No. 142
 Stirling No. 647
 Turner Valley No. 4039
 Assumption CS No. 50
 Killam CS No. 49
 Pontmain CS No. 20
 Rosary CS No. 37
 Sexsmith CS No. 51
 St. Aubin CS No. 24
 St. Rita's CS No. 27

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 Mrs. E. L. Christenson, Stirling
 A. Collins, Black Diamond
 Rev. S. J. Molnar, Box 76, Oyen
 James A. Slavik, Killam
 Rev. M. G. Doyle, Trochu
 Rev. George M. Fetsch, Box 55, Manning
 Albert C. Manary, Sexsmith
 R. Delemont, Chauvin
 Rev. E. F. Lehman, Box 31, Rockyford

Consolidated Districts

Barons No. 8
 Crowsnest No. 78
 Donnelly No. 66
 Falher No. 69
 Forestburg No. 45
 Galahad No. 62
 Great Bend No. 42
 Lousana No. 38
 Nanton No. 50
 Parkland No. 51

Frank Dawley, Barons
 L. D. Huntley, Blairmore
 L. P. Moquin, Donnelly
 Gerard Levesque, Falher
 Carl Farvolden, Forestburg
 Donald C. Kuefler, Galahad
 Frank Watson, R.R. No. 2, Delburne
 Joseph Smith, Lousana
 E. Coutts, Nanton
 A. G. Powe, Parkland

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Teachers in the NEWS

Miss Eva Jagoe, for the two years prior to last Easter district representative for Calgary City on the Executive Council of the Association, has been awarded a Shell Merit Fellowship to Stanford University this summer. Assistant principal and mathematics teacher at Viscount Bennett High School in Calgary, Miss Jagoe is one of ten teachers selected in Canada this year, on the basis of merit and demonstrated leadership qualities, to attend graduate-level summer seminars at Stanford and Cornell Universities. All winners will receive from Shell a travel allowance, tuition costs, living expenses, and \$500 in cash to offset the loss of potential summer earnings.

Born in Dunmanway, County Cork, Ireland, Miss Jagoe came to Canada as a child. She received her elementary education in Edmonton and attended Crescent Heights High School in Calgary. Graduating with first class honors in mathematics from the University of Alberta, Miss Jagoe was awarded the James Ramsey Gold Medal. She has also taken post-graduate studies in guidance. Active in CGIT work at Central United Church, Miss Jagoe also enjoys photography, home movies, and gardening.

The summer seminars, sponsored by Shell Oil Company of Canada, Limited, are designed to help combat the critical shortage of scientists and engineers, and will furnish the teachers with study material and training in educational techniques to aid them in guiding promising students into scientific work. Lectures by top mathematicians and scientists and weekly field trips to research laboratories and industrial plants are included in the eight-week program.



ATA Golf Tournament

The third annual ATA men's golf tournament will be held at the Mayfair Golf and Country Club in Edmonton. Friday, July 18 has been set as a tentative date; confirmation will be given in the June issue of *The ATA Magazine*.

The executive elected following last year's tournament is: Eric C. Ansley, honorary president; Bill Montgomery, president; Bob McNaught, first vice-president; Clarence Richards, second vice-president; Joe McCallum, secretary-treasurer; W. Roy Eyres, tournament captain; and George Lewis and Yngvar Fadum, executive members.

Teeing-off time for 18 holes, with the Calloway handicap system, will be 12:30 p.m. Several prizes will be offered. Entrance fee will be \$6 covering green fees, a dinner in the evening, and incidentals.

Twenty-six teachers entered last year, and we expect a much larger entry list for the 1958 tournament. Here is a chance to golf with your friends and to spend an enjoyable day.

If you wish to enter, send your name and address with a deposit of \$1 to Joe McCallum, 10445 - 133 Street, Edmonton, by June 30.

House for rent for July. Fifteen-minute drive to university. Reasonable terms to right party. Contact **W. E. Kostash**, 14716 Park Drive, Edmonton.

The Byline Beat

(Continued from Page 2)

"Traumatic ambivalence issuing from inordinate castigation"! For free translation see "Say What You Mean".

We have always hoped to see how teachers golf. Maybe we'll make it this year at the annual ATA Golf Tournament.

The "Teachers' Directory" is published for your information file. FJCS

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CATALOGUE ON REQUEST

NEWS from our Locals

Beaverlodge-Elmworth-Wembley Sublocal

The regular meeting of the sublocal was held in the Elmworth School on April 17. Coverage by MSI was again discussed. The date for the sublocal track meet was set as May 23 and each school, it was decided, will be allowed to enter four pupils in each track event class. Councillor Roy Gouchey gave a comprehensive report of significant developments at the Annual General Meeting in Calgary. After the business meeting, Kay Quinn, Grande Prairie high school teacher, showed colored slides taken on her tour of Europe last summer.

Dickson-Markerville Sublocal

A delicious Chinese supper, prepared by Mrs. Dick Hodgkinson and Miss Hjordis Andreson, was served to ten sublocal members on April 1. Business of the meeting included a brief report from Councillor Elmer Rawling on the Annual General Meeting and the ordering of necessary equipment for the coming track meet. Richard Pedersen, who acted as adjudicator for the music festival sponsored by the sublocal at Spruce View Hall in February, was present and gave a commentary on the program.

Mundare Sublocal

The sublocal arranged something unusual for the regular meeting in April when it invited teachers of the Vegreville School to participate. More than twenty visitors came and joined in a spirited discussion over a statement emanating from the east to the effect that more than twenty percent of Canadian teachers are unqualified. The discussion bogged down over the exact meaning of

the term "qualifications" as it applied to the various provinces of Canada, but the group agreed that twenty percent was too high for Alberta teachers.

Neutral Hills Local

Teachers from Neutral Hills and Castor School Divisions, board members, and the superintendent were invited to participate in a bonspiel arranged by the local and held at the Consort Curling Rink on March 8. Castor and Coronation Schools entered one team each. Other teachers and board members were drawn by lot onto rinks according to preferred positions. In all, ten teams took part and prizes were presented to the winners.

The local's regular meeting was held on April 1 in the Consort School. Due to poor road conditions the attendance was rather small. May 16 was set as track and field day, and plans were made for a ball tournament at a later date. It was decided to send a questionnaire to all teachers in the area to determine if 75 percent enrolment in the MSI plan can be obtained.

Smoky Lake, Warspite, Waskatenau Sublocal

The main items of discussion at the March 27 meeting of the sublocal were the festival and resolutions to the Annual General Meeting. Superintendent H. A. Kostash presented the idea of a spring institute and a testing program.

Stony Plain-Spruce Grove Sublocal

The regular monthly sublocal meeting was held in the new school at Winterburn on April 14. Included in the business were reports on the March local meeting by Councillor L. Reynolds and on the Annual General Meeting by District Representative Hugh McCall. Highlights of the AGM report were discussion of the resolutions regarding curriculum, pensions, and fees. The members also discussed the possibility of offering scholarships to deserving Grade IX and XII students.

Secretary's Diary

Royal Commission on Education

The Cameron Royal Commission on Education began its hearings in Edmonton, Monday, April 21, and during the first week sixteen briefs were presented. Members of the Commission are Senator Donald Cameron, chairman, Dr. G. L. Mowat, vice-chairman, Mrs. Wilma Hansen, Mrs. Ivy Taylor, John S. Cormack, and Norman W. Douglas.

The ATA brief was submitted on the first three days of the second week, April 28, 29, and 30, by Mrs. Inez K. Castleton, president of the Alberta Teachers' Association, H. J. M. Ross, chairman of the committee in charge of the ATA presentation, and the following members of the Association: R. F. Staples, J. D. McPetridge, M. J. V. Downey, Dr. H. T. Coutts, Dr. S. C. T. Clarke, B. Y. Card, Dr. G. M. Dunlop, and myself.

Copies of the ATA brief have been sent to the members of the Executive Council of the Association, secretaries of local associations, the Faculty of Education, the Department of Education, and other teacher organizations in Canada. Also, a number of copies have been placed in the ATA library for the use of our members. Any teacher who wishes to borrow a copy please write to the ATA office.

The presentation of our brief was not completed within the three days, and the balance will be presented at another hearing of the Commission in Edmonton during September.

No doubt the teachers of Alberta will have read in the newspapers reports of certain sections of the brief and of the statements made by members of the ATA presentation group.

The ATA has had one or more representatives at all the other hearings.

The following is a list of the major problems in education that have been receiving particular attention in the presentation of briefs and through questioning by members of the Commission: higher qualifications for certification of teachers, the "higher standards" approach

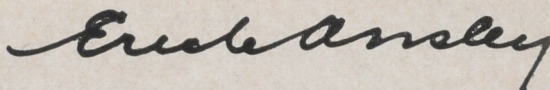
to increasing the supply of teachers, better living and working conditions for teachers, the role of laymen and educators in determining the objectives of education, how to bring the schools closer to the people, research in education, the relation between schools and modern society, higher standards of achievement in school subjects, promotion policies, and school administrators and organization.

Meetings

ATA economic consultants met with F. J. C. Seymour, assistant general secretary, on May 10.

The ATA Curriculum Committee met on May 12 with Mrs. Inez K. Castleton, president, as chairman.

The Golf Committee met on May 13. It was decided tentatively to hold the 1958 golf tournament in Edmonton on July 18.



Notice Regarding Refund of Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

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Eric C. Ansley
Secretary-Treasurer
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Application forms are available from the Director, University of Alberta in Calgary and from the Dean or Registrar, University of Alberta in Edmonton. Please advise interested students to write for application forms if they have any thought of entering the Faculty of Education for the 1958-59 university year.

H. T. COUTTS, Dean.

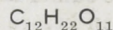


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